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ABSTRACT

The final report of the Bridgeport Career Education Project covers the period from August 1, 1971 to August 31, 1974. The project has as its major goal the development of a comprehensive career education and development program beginning at the elementary level and continuing through high school. The initial phase of the project centered on informing principals, counselors, and teachers of participating schools about the overall project objectives. This effort was accomplished by a workshop designed for this purpose. Another workshop was conducted for developing curriculum guidelines and presenting information related to sources of occupational information for teacher use. The development and implementation of a career education materials center followed. Inservice training sessions were conducted on the effective use of the occupational materials. Efforts to involve the community as a whole in the career education program were also undertaken. The major conclusion of the report is that the support for career education concepts in Bridgeport has been very favorable. (VA)

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CAREER EDUCATION

Final Report of the K-14 Project in Career Education. Bridgeport Board of Education, Bridgeport, Connecticut 06604.

Preparation for life - - - not a life sentence

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FINAL REPORT

Project No. 0-361-0061
Contract No. OEG-0-71-0679 (361)

Career Education Project K through 14

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

VT-102-154

Joseph Bonitatebus
Bridgeport Board of Education
City Hall, 45 Lyon Terrace
Bridgeport, Connecticut 06604

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The Project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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TABLE OF CONTENTS

Background Data.....1.

Summary of the Report.....1.

a. Time Period Covered.....1.

b. Goals & Objectives.....1.

c. Procedures Followed.....3.

d. Results & Accomplishments.....4.

e. Evaluation.....6.

f. Conclusions, Implications, Recommendations.....6.

Body of Report.....8.

a. Problem Area.....8.

b. Goals & Objectives.....11.

c. Procedures Followed.....14.

d. Results & Accomplishments.....17.

e. Evaluation.....19.

f. Conclusions, Implications, Recommendations.....21.

Appendix A
Career Education Objectives.....22.

Introduction

The Vocational Funds allocated to Bridgeport in 1971 were used to produce an Exemplary Career Education Program in the Bridgeport Schools, inclusive of twenty elementary/middle schools and three high schools. Approximately 3000 students and 110 teachers participated in the program K-12.

The total project was coordinated, directed and managed through the local school district with the cooperation and assistance of the State Department of Education, Division of Vocational Education.

This exemplary project has had a significant impact on certain attitudes and happenings within the State Department of Education as well as in many school systems throughout the state. The following events and activities described in this report are a direct result of this exemplary project, but are by no means exhaustive.

Background Data

The Bridgeport Career Education program endeavors to bring together the unemployed and the available job openings, in the Greater Bridgeport Area. There are still available many job openings, listed at the State Employment Office. However, there are a number of unemployed youths who have either dropped out of school or who have graduated ill prepared to enter the world of work.

Few school systems today have a well planned Career Development Program for all students, and yet, in contemporary America, a working career is probably the most important factor in determining a sense of worth to society. Personal pride and satisfaction as a human being are nurtured by an earned income and all that income means. Man's career determines his sense of self-esteem.

Over the past school year, 429 high school students dropped out of school and of this number, 133 were from grade nine. Moreover, the indications are that, in the absence of far reaching preventative action, the dropout problem will become even more acute in the days ahead. These youths lack the kind of training which would enable them to apply for anything except the most "manual" and most menial type of labor.

Bridgeport is meeting the needs of its youth by furnishing them with a sequential pattern of career development beginning in the kindergarten and continuing through the 14th year.

Report Summary

A. Time period covered:
The final report of the Career Education Project covers the period from: August 1, 1971 to August 31, 1974.

B. Goals and objectives:
Career Education will be integrated into the total educational system in ways that enhance, rather than detract from, all other worthy educational goals.

A respect for the work ethic and its relationship to society will be developed.

Every course will emphasize the contributions that work - related subject matter can make to a successful career. This relevancy of school to work will be recognized by each student.

Goals and objectives of the project component:

1. To develop adequate procedures that can be used by other school districts when initiating and implementing a program of career education.

2. To provide broad occupational orientation at both the elementary and secondary school levels in order to increase student awareness of the range of options open to them in the world of work.

3. To provide exploratory experiences to assist students in assessing their needs, interests, and aptitudes so that they can make a more realistic choice of an initial occupation.

4. To provide students with no knowledge of the world of work to be basically trained in some entry level skill prior to and/or after graduation.

5. To develop resource guides and instructional aids for use in initiating and implementing career education concepts in each subject matter area of the curriculum.

6. To provide pre - and in-service training in career education for all teachers, counselors and administrators.

7. To provide occupational guidance and counseling for secondary students.

8. To create bridges between the school and community by involving citizens in the development of career education information.

9. To provide a means to interest potential dropouts in remaining in school and acquiring a saleable skill.

10. To develop a sound system of communication of career education concepts and activities that are occurring in the schools to the entire community.

11. To prepare materials, including plans for initiating and implementing a career education program to be disseminated to other school districts.

12. To develop instruments for continual evaluation of the project.

The following frame work provides the youth of Bridgeport with the Career Education program:

Elementary Schools. Awareness and Orientation.
Middle Schools: Orientation and Exploration.
Senior High Schools: Continued Exploration, Preparation, Placement and Advancement.
Post Secondary (continuing education): Upgrading and retraining.

This framework establishes specific program goals at each educational level and enables the development of a career education curriculum from kindergarten through post-secondary for all students.

C. Procedures followed:

Within the context of the general objectives of the program the following sequence of activities were followed:

A project coordinator, three counselors, four paraprofessionals and a guidance specialist for the high schools were acquired. In-service workshops were planned and subsequently initiated and implemented. An advisory board was selected.

Notices of the general program of career education were sent to all schools for staff participation after articles appeared in the newspapers concerning the fact that Bridgeport had been selected by the Connecticut State Department of Vocational Education and the U.S. Office of Education to participate in an exemplary program. Media materials were acquired for use by teachers in their classrooms. Information guides on occupational and/or career awareness and orientation were developed. Teachers, counselors, paraprofessionals and administrators were participants in a series of workshops conducted jointly by the University of Bridgeport and the local school district.

Career counseling institutes were conducted by the Chamber of Commerce, National Alliance of Businessmen and the Career Education Advisory Council to provide teachers and counselors with training in occupational and vocational information and guidance. Resource persons from the community were involved in the total program. Special programs for the under-achievers and potential dropouts were designed and initiated. Initial evaluation forms were developed to determine the degrees of progress in each facet of the program. Plans have been developed and are presently being implemented whereby the employment potential of each individual is developed and training is provided in the secondary schools in areas where employment opportunities exist.

The program has been continued as an integral part of the educational process in the Bridgeport Public Schools funded entirely by the local Board of Education.

The Career Education Project is developed through the cooperation of all school staff involved with the pilot schools. The interest and participation of the business and professional community, parents and educators have helped fulfill the project priorities.

The guidance function is important to the success of the program. This function is carried on by the career counselors and the regular members of the guidance staff. Counseling is carried on at all levels K through 14.

The importance of skill development is recognized, not only manual skills but mental and academic skills. The training of specific skills such as decision making and reading is begun in the kindergarten. This structure is continued through high school with emphasis on particular skills necessary for the level of instruction. With this plan it is felt the student will be better equipped than ever before to make a proper career choice.

In the elementary grades the affective domain is the point of concentration. An understanding of self and one's pers and family is essential to career success and career planning. Through an understanding of self, the student is developing decision making skills.

The Career Education material center is the area from which teachers and students, in the career education program are supplied with resource materials to complement their units of study. This material is not only audio visual in nature, but can also be reading or materials for hands - on experiences.

d. Results and Accomplishments:
The Bridgeport School District has achieved most of its objectives with the assistance and cooperation of the State Department of Education, Division of Vocational Education, the Advisory Board, the business, industrial leaders, parents, every news media in the Greater Bridgeport Area, and finally the total central office staff, principals, teachers, counselors and Project Personnel.

Objective 1: Adequate procedures were developed to be used as a guide to those towns wishing to imitiate and implement a career education program through a cooperative effort

of the State Department of Education and the local school district.

Objective 2: Through this project career information guides were developed as well as a system for utilizing resource speakers.

Objective 3: Cooperative education courses in business and industry for eighth grade students has been initiated.

Objective 4: Block assignments of students from the 3 high schools to courses at the Area Vocational Technical School were initiated as well as the expansion of cooperative and distributive education programs.

Objective 5: Resource guides have been developed and disseminated to all of the schools in the city. Inatructional aids have been edited and printed and are available through the Resource Center.

Objective 6: Pre- and in-service training have been made available through the University of Bridgeport for administrators, counselors and teachers.

Objective 7: Secondary counselors participated in Career Guidance Institutes conducted by the University of Bridgeport, NABS and the Area Chamber of Commerce.

Objective 8: Parents, business, industrial and labor personnel have visited our schools as resource persons and just visitors to learn "first hand" about the career education program.

Objective 9: A special program for potential dropouts has been initiated and implemented at Warren Harding High School.

Objective 10: Through this project all radio and newspapers in the area, as well as newsletters, were involved in an extensive career education information dissemination scheme.

Objective 11: Guides for initiating and implementing a career education program have been developed in cooperation with the Connecticut State Department of Education.

Objective 12: Forms have been prepared for evaluating materials used. Resource speakers, field trips, teacher, pupil attitudes, parental attitudes and other results were compiled.

Additional Results and Accomplishments:

The staff has presented the Career Education Program of Bridgeport to other educators within and without the State of Connecticut. The following are cited: Bristol, New Haven, Portland, Shelton, Trumbull, Meriden, Danbury, Fairfield, Southington, Derby, Stratford and Wheaton, Illinois.

e. Evaluation:
Sophisticated evaluative devices were not available; however; the following information was obtained:

1) Evaluation procedures are based on a pragmatic approach for measuring outcomes against specifically defined objectives.

2) Projects within the program are identified for in-depth studies. Each project (entire proposal) is being required to maintain appropriate records to assist in the evaluation process.

3) A continuing evaluation was conducted on participation of teachers, pupils, administrators, resource speakers, etc.

4) Survey evaluations were conducted to determine attitudes of parents, resource speakers, advisory board members, and community agency participants concerning the career education program.

5) A student career interest survey was conducted for grades 9-11.

6) A final "on-site" evaluation was made by a third party evaluator of the project on April 29, 30 and May 1, 1974.

f) Conclusions and Recommendations
Career Education is being accepted as an integral part of the Bridgeport philosophy.

Community leaders overwhelmingly accept the concept and have supported it.

Parents are supporting the program and are desirous of becoming involved.

Cooperation of the Area Vocational Technical School, the local universities, Housatonic Community College,

and the Department of Labor is excellent.

Students have begun to change attitudes about themselves and their potential careers.

The number of participants - teachers, administrators, counselors, librarians, students - has increased each semester.

The entire program will continue without federal and state funds.

Pre - and in-service training of teachers has been continuous since the initiation of the program.

The support of all news media has been very good.

It is recommended that in-service training of teachers be continued until total staff has participated.

Curriculum revision should begin and be continuous until every subject matter area has career education objectives and activities.

Continued efforts will be made to aid teachers in initiating and implementing career education concepts.

Continued efforts will be made in initiating job entry level training for each student beginning in the tenth grade.

Counselors should assume more responsibility for advising, placing, and following-up students as they leave or graduate from high school.

A sophisticated battery of evaluative devices should be developed to more accurately measure the effect of the career education program and to indicate areas of weakness and strength of the program.

An attempt will be made to provide information on career education to students, teachers and community on a continuing basis.

Body of Report

A. Problem Area

Although the number of students entering the labor market has increased over the last few years, there are still many youths entering the labor force with inadequate vocational and achievement skills.

There still remains a serious drop-out problem. Moreover the indications are that, in the absence of far-reaching preventative action, the drop-out problem will become even more acute in the days ahead. The Bridgeport project is, therefore, designed to meet the full range of needs of each student for those who will complete college and for the majority who won't.

At a time of national population growth, the city of Bridgeport has been stationary in population. Therefore, it was highly imperative that finances, training of staff in occupational education, and early and continued guidance services be provided so that the number of unemployed did not increase.

An overwhelming majority of elementary school children did not have the availability of guidance personnel and consultative services in the vocational field. The absence of this kind of personnel resulted in a lack of adequate vocational information and material for this large group of students.

Consequently, too many young people have made educational decisions without very much vocational information to aid them. Therefore, their goals have been difficult to achieve.

Approximately 40 per cent of the total school population in Bridgeport is being served with federal and state special funds for disadvantaged, not to mention a large segment not identified. These educationally and culturally deprived youth are of major concern to educators in Bridgeport. It is felt that by encouraging participation in Career Education more of these young people would have vocational aspirations. The attainment of these aspirations would serve as a partial solution to many of their problems and would result in upgrading them economically and give them a better concept of self and self-reliance.

Some vital statistics related to occupational education and guidance in Bridgeport Public Schools seems pertinent enough to be mentioned:

1. The pupil - counselor ratio in secondary schools (9-12) is 400 to 1.

2. The pupil - counselor ratio in the middle schools (7-8) is 600 to 1.

3. There was a lack of a philosophy that would emphasize career/vocational training in the schools beginning at the elementary level.

4. Occupational guidance in the elementary schools was nonexistent at the time that the program was initiated.

5. The availability and dissemination of occupational information was not adequate.

6. Information to counselors on the world of work and labor and wage laws has been adequate.

7. Counselors were in need of training for a working knowledge of the world of work.

8. There was a need for structuring a program to provide better placement and follow-up.

9. Current and more meaningful information on occupational opportunities was imperative.

10. Administrators and counselors partially attributed the dropout problem to the lack of vocational information and guidance.

This project contributed to creating bridges between school and earning a living by developing a comprehensive career orientation and development program beginning at the elementary level and continuing through high school.

Programs utilizing cooperative and distributive education experiences were continued and expanded. Another bridge was the increased effort to directly involve school guidance personnel in job placement of students while they are in school and upon their graduation. Potential dropouts would be counseled according to their aspirations, specific interests and aptitudes.

As the program developed, it was evident that:

1. Experiences could be provided to assist students in assessing their needs, interests, and aptitudes.

2. Students could become aware of the total range of occupations that exist in an area thereby allowing them to make more realistic choices as per their

interests and aptitudes.

3. Students could recognize personal satisfactions and the economic values of the different forms of work.

4. Students could be able to understand alternate choices that are available as related to their interests, aptitudes and aspirations.

5. Knowledge was gained concerning opportunities available within the Greater Bridgeport Labor Market area as well as outside this area, including vast opportunities in state and federal agencies.

Cooperation between public education and manpower agencies was enhanced. A close working relationship was continued between this project and the Connecticut State Employment Service. The project director is co-chairman of the Chamber of Commerce Advisory Committee on Education; is a member of the Area Manpower Planning Council. Lines of communication are already open to acquire employment services to high school students. These services and information on these services were incorporated into the vocational guidance program.

All agencies were contacted by the project director and the program specialists to engage them in workshops and use as consultants to teachers, administrators and counselors. Projected analysis of labor needs will continue to be done on a on going basis and disseminated to the schools and agencies. By increasing vocational guidance beginning in the elementary school and by providing this same service to secondary and post secondary students, occupational aspirations should be more realistic and they will be able to make more meaningful and appropriate vocational decisions.

Programs throughout the country are now functioning to provide occupational information to school-age youth. These programs are evidence that communities and schools are recognizing the need for more effective materials for counselors, teachers, and administrative personnel beginning at the elementary level. There is general agreement among psychologists, sociologists and educators that in order to obtain behavioral objectives suggested in this type of program pupils need up-to-date and meaningful occupational information.

Students who are proponents of the theories of learning that relate to early childhood support the premise that success experiences and the realities of the adult society can be grasped and internalized by even very young children

if these concepts are placed in a language system and an experiential framework which is geared to their level of understanding.

There was a need for the development of certain personal characteristics which are necessary in career development. This project recognized the need for purposeful sequential development rather than development on a chance basis. Children were exposed to career-oriented activities as they were integrated into the curriculum. It was necessary that schools reorganize the need to overcome present conditions of occupational illiteracy, non-employability and lack of goal directedness. Therefore a broader perception of the many types and degrees of abilities necessary to the world of work was initiated. Beginning in the elementary school, efforts were made to identify and facilitate positive strengths and abilities which represent the best chance for future career success for each individual. It was highly important that individual needs as related to the labor market be one of the main objectives of this career development project.

Part B Goals and Objectives

Career Education is a "main stream" instructional program that complements all regular instructional programs. As such, it is interwoven into the existing curriculum.

1. To provide for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options to them in the world of work.

a. Grades K-2
   1. to develop an understanding and appreciation of the work skills used by each family member to contribute to the best functioning of the family group.

   2. to make the children aware of the contributions made by the workers they encounter in their immediate environment which consists of home, school and neighborhood.

b. Grades 3-6
   1. to develop positive attitudes toward the world of work.
   2. to develop an awareness of the many services rendered by adults as working people in the

community.

3. to provide and present observational experiences and information about the world of work.

4. to provide for the development of positive self-concepts related to self-fulfillment in a vocation.

c. Grades 7-8
   1. to provide students with opportunities to express goals and aspirations and the ability to make vocational choices.
   2. to provide students with the smells, sounds and sights of work which will give them a broader and more realistic base for learning and experiencing the world of work.
   3. to assist students in assessing themselves relative to their individual interests, aptitudes and needs.
   4. to aid students to choose and locate appropriate curricular offerings relative to their needs.
   5. to present information that will assist pupils in making long range career plans.

d. Grades 9-12
   1. to present a program of career information involving the study of clusters of occupations which will prepare students for entry into a broad family of occupations rather than a specific occupation.
   2. to structure our counseling and curriculum to provide direction for students entering careers requiring less than a baccalaureate.
   3. to develop positive attitudes so necessary for the employee and his employer.
   4. to acquaint students with employment trends and changes in the world of work.
   5. to provide experiences and information that will allow students to become cognizant of facilities and ways in which continuing education and training can assist them.
   6. to provide students with exploratory work experiences through part-time jobs in industry, business and the professions.

2. T provide cooperative education and other programs, making possible a wide variety of offerings in many occupational areas. Specific objectives include:
   a. to provide specific training in an occupation through cooperative, distributive or S.P.A.C.E.

programs.

b. to identify and utilize community resource persons to assist education staff in orienting pupils to the world of work.

3. To provide for students not enrolled in vocational programs to receive orientation and training in entry level skills prior to their leaving high school. Specific objectives include:
   a. to provide intensive training of short or long duration for students who have just finished high school and/or for potential drop-outs.
   b. to provide training in a variety of occupations including the areas; electronics, food services, health services, welding, data processing, office education, retail, marketing, etc.
   c. to provide for adults and out-of-school youth to enroll in programs leading to initial job entry and the upgrading of present skills. (offered after school hours and in the evening through the department of continuing education).

4. To provide occupational guidance and counseling during the high school years with an emphasis on academic ability and "real life goals." Specific objectives include:
   a. to assist students with the decision making process concerning their career choices.
   b. to provide placement services to students. The school, employment service and other community agencies will act in a coordinated effort while the student is still in school.
   c. to provide assistance to dropouts, other school learners and non-goal oriented students in finding appropriate "next step situation."
   d. to aid graduate in locating meaningful jobs.

5. To upgrade teaching staff, counseling procedures and elementary/secondary curriculum.
   a. to provide teachers and counselors with illustrations and relevant materials from the world of work so that career guidance becomes integrated into the main stream of course offerings.
   b. to conduct workshops and in-service training programs to help teachers and counselors bring into the teaching process examples of how the concepts, symbols and language of their particular disciplines can be used in everyday life and in particular, careers.

6. to inform the citizens of Bridgeport and the State of Connecticut, through this exemplary program, of the career/vocational needs of all students.

c. Procedures Followed

Within the context of the previously described basic problem, description and objectives, the following sequence of activities constituted the general design of this project.

It was first necessary to acquire the career program specialists, paraprofessional aides and teachers that was needed. The initial responsibility of the project director and the specialists was to develop orientation approaches to begin to acquire occupational information for elementary and secondary counselors, administrators and teachers to be involved in the project. The development of guidelines were developed through workshop activities under the direction of the State Department of Vocational Education, the project coordinator, the supervisors of primary and intermediate education and the University of Bridgeport.

During the initial phase of this project, the developed guidelines were interpreted to the necessary personnel through in-service sessions by the career education staff. This staff also assisted the project director in acquiring pertinent data brochures, and audio-visual media for the center that was developed.

It was imperative to provide high school teachers and counselors with information and guidelines concerning vocational education as it was developed so that vocational guidance and counseling could be intensified.

It was proposed that counselors would assist students in placement in training programs, post-secondary vocational-technical programs and initial job placement as per their inspirations, interests and aptitudes. The project director and the program specialist with the aid of the advisory board planned to assist the counselors in this respect. This was only partially begun.

An institute for counselors and teachers was held and emphasized the following:

a. to improve the quality of career counseling provided by teachers and counselors.
b. to provide teachers and counselors with direct access to employers and private sector job sites so that educators can learn first hand about private sector career opportunities available to high school graduates.
c. to correlate preparation requirements with student career choices and job requirements.
d. to expand the role of the teacher in classroom career counseling.

The occupational orientation phase of the program included exploratory experiences at the middle school in the industrial arts, home economic programs. In addition we had much assistance from our community resources. One of the local hospitals conducted a health occupation program which involved twenty student nurses who instructed three hours once a week, for seven weeks.

The local business and professional people have hosted students one day a week for a five week period. This program is known as the CEVO program, Career Education Volunteer Organization. This provided students with "hands on" experiences both as observers and participants.

In the high schools courses offered included: welding, electronics, food services, health services, typing, data processing, clerical training, business English, office practice, retailing, marketing as well as programs in cooperative education, distributive education, work study and S.P.A.C.E. (School Program and Career Education).

The above mentioned courses were designed to offer students an introduction to and training in occupational areas. While this training permitted them to explore their vocational interests and aptitudes, it also provided some students with entry level job skills.

In addition to developing the employment potential of students and providing training in areas where employment opportunities exist, initial job placement of students were accomplished through cooperation with Connecticut State Employment Service, the Career Education Advisory Board and other community agencies in the greater labor market.

Schools and Participants

The awareness, orientation and preparation phases of the project served the elementary middle and senior high schools, both public and non-public, in almost all of the school districts during this year. Career guidance specialists and para-professionals who had participated in both pre-service and in-service workshops and have been instrumental in all phases of the project, served their respective schools. All vocational training programs were housed in facilities at the high schools and in the Area Vocational-Technical School.

Facilities were made available to house the Career Education Material Center.

Participants

The orientation approaches to increase student awareness of occupational information, attitude development and potential options have included personnel from the superintendent's office staff to all other certified staff employees. Teachers and counselors were exposed to and trained in the use of occupational information through workshops at the University of Bridgeport and the Bridgeport school district. Approximately 120 teachers, administrators and counselors took part in these sessions. All high school teachers in the participating schools were recipients of this information.

The middle school exploratory program is being continued with an objective of helping the individual integrate work values determined in the awareness phase into a personal value system. There is an emphasis on the dissemination of occupational information and "hands on" experiences. Included are all those activities designed to help the student explore the personal meaning that various work values hold for the individual.

Intensive high school occupational guidance and assistance in work and continuing/technical school placement is beginning to be made available to the students in the school as well as to those students who have dropped out of school. The number of students who participated in the training programs for job entry skill and the cooperative/distributive education phase of the project has been limited only in terms of available training slots and placement opportunities.

Students in non-profit private schools participated in all aspects of the project in the elementary/middle school phase.

The project has involved approximately 2,810 elementary school students K-8, 990 secondary students 9-12, for a total of 3800 pupils.

Methods and materials:

The methods and materials used in initiating and continuing this project were many and varied. The initial approach was to inform principals, counselors and teachers of the participating schools about the general objectives, structure and duration of the project. Workshop activities under the direction of the Vocational Education Department of the State of Connecticut, the University of Bridgeport, the supervisors of primary, intermediate education, career counselors, project coordinator and the project director were designed to develop and acquire the necessary materials.

The first workshop activity focused on the goals and objectives of the project and the development of guidelines for conducting the project.

Another workshop was conducted for the purpose of developing occupational materials for use by teachers. The materials developed included curriculum guidelines for use in grades K-8, information on occupation sources of occupational information, audio-visual materials, and suggested techniques for use in discussing the world of work.

The development and implementation of a material center followed.

The methods used in putting this material to work were conducted as in-service type sessions with the teachers. Presentations were made of materials and suggestions on how to use them effectively. All staff members were available to present the program to all segments of the community.

Counselors received assistance in developing their plans for fulfilling their roles in guidance, placement and follow-up.

D. Results and Accomplishments

Directly related to that section of the report, part B "Goals and Objectives" the following results are stated:

a. provisions were made whereby orientation activities were presented to all participants (teachers, counselors, administrators, students)

b. slide presentation and discussion sessions on the concepts of career education were presented to all participants.

c. teachers were provided with media materials to use in their respective classes; teachers evaluated such materials and provided descriptive feedback as to its effectiveness.

d. local business and professional people hosted students one day a week for a five week period to provide students with hands-on-experiences. (Career Education Volunteer Organization, CEVO)

e. "careers on wheels" program had community support. Eighth grade students interested in particular career clusters were provided with an opportunity to visit various business and professional areas on one or two days.

f. career days were held in some elementary, middle schools and in all secondary schools.

g. a career education materials center was developed and provided teachers with appropriate resource and curriculum materials.

h. the advisory council was very active and as one of its projects, provided the Board of Education with an updated report of entry-level employment needs in Bridgeport area business and industry.

i. the elementary and secondary school curriculum has been revised.

j. career guidance institute conducted jointly by the advisory council and the National Alliance of Businessmen involved teachers, counselors and business/industrial personnel

k. slide presentations and panel discussions of the career education program were presented to PTA's, civic groups and community agencies.

l. radio, and local newspapers gave support to the program through editorials and news articles.

m. participating teachers held informal sessions to exchange ideas on career education activities.

At the elementary level career education was integrated into the regular curriculum as it applied to the unit or lesson being presented in the classroom. This was done successfully through student field trips to businesses and industries, through resource speakers from the community coming into the classroom, and through a variety of teacher-originated activities for the students. Materials about jobs, workers, self and consumer concepts were available for supplemental purposes from the career education material center. Staff members were available to suggest speakers, tours and materials as well as make the necessary scheduling arrangements.

Career education was not intended to be a new course and unit added to an already full curriculum. Rather it was considered the vehicle through which the current curriculum could be made more meaningful to students by relating their futures to their present school experiences. This emphasis has brought new life into the classroom, enhanced the subject area, challenged the students and motivated the teachers and administration.

A variety of activities have been successfully implemented as the teachers tried to plan ways for the students to make comparisons between their school world and the work world.

In order to develop an organized approach to career education and to provide some scope and sequence to the program, a set of study guides for each grade level was developed. A committee comprised of staff members, teachers and supervisors worked together in preparation of this guide. Similar sessions were held by secondary teachers, supervisors and staff personnel in organizing material for that grade level.

Faculty meetings were used to acquaint teachers with materials and possibilities of activities they might pursue for their classrooms. A newsletter entitled "BACE" was sent out to keep teachers informed of projects throughout the city.

The project coordinator, career counselors were used consistently throughout with teachers and administrators to stimulate ideas and activities.

E. Evaluation

The evaluation of activities and progress in the exemplary project in Bridgeport during the third year of operation is contained in a separate report.

Evaluation of this project was made under contract by Dr. Joseph Nerden of Raleigh, North Carolina. The evaluation was based on the activities that involve more people in the program; the activities designed to produce a more effective program; what happened to students as a result of their participation.

Data was collected by the evaluation team in the following manner:

a) oral and written reports from the project staff.
b) interview project staff members, administrators, faculty personnel (interviews were conducted with individuals and small groups)
c) observation of career education activities in classrooms and the community.
d) review materials produced by teachers and the project staff.
e) interview advisory committee members and parents.

The evaluators also received copies of monthly reports prepared by the project staff. Activities of the program were documented in the monthly reports.

The quantative and qualitative evaluations are essentially evaluations of the educational process that occurred. This type of evaluation involves an assumption by experts that the activities and services designed to achieve a desired objective will actually achieve this result. Experience has shown that this is not always a valid assumption.

While the evaluation of the process is useful, exemplary programs must ultimately stand or fall on an evaluation of the product. These programs can be justified only to the extent that they produce desirable changes in students.

Evaluation of the product is by far the most difficult and is necessarily limited in a project extending over a three year period of time. It is limited first, because there is simply not enough product at this point to support valid conclusions. Some of the most significant criteria such as placement and success in a career are not yet available. Secondly, product evaluation has been limited because there does not appear to be a tested and reliable instrument for measuring some of the desired student outcomes. Some research has been done with commercially-produced attitude scales and some experimentation has been

made with teacher-produced questionnaires. Much more needs to be done in this area of evaluation.

F. Conclusions, Implications and Recommendations

The attitudes of administrators, principals, counselors, librarians, teachers, students and members of the community have been positively outstanding by their overwhelming support of the basic concepts of Career Education.

The Board of Education through the recommendation of the Superintendent of Schools has supported Career Education and has assured for its continuation by providing funds through the local budget.

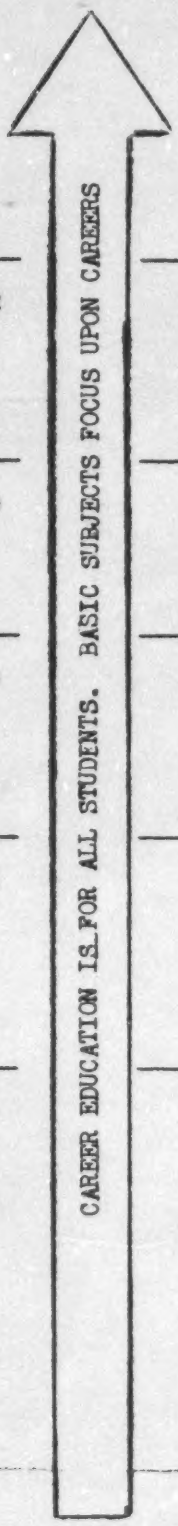
The Connecticut State Department of Education, all divisions, have given technical assistance and financial support to the program.

Through findings of research connected with this project it is recommended that plans be developed to allow teachers, counselors, work experience, distributive education coordinators, to be placed in positions of employment during the summer months for learning about the world of work.

There is a need to continue in-service workshops. In order for anyone to adopt new practices, they must be predisposed to do so. Predisposition hopefully occurs as a result of good adult experiences with innovation. It is necessary to execute in-service instruction and activities that intrigue and involve the group being in-serviced. The success of the career education program depends on thorough understanding and sharing of concepts as they relate to the students of Bridgeport. The in-service workshops can accomplish this.

To meet the personal needs of students, to meet the demands for the many jobs that go unfilled, to get the public to accept the fact that "college isn't for everyone," but "learning some saleable skill is," Career Education supporters in and out of the school must continue their visible support.

CAREER EDUCATION OBJECTIVES



13-	Enrollment in higher education activities (Technical College, University, Nursing School, etc.) Employment plus extension education. Follow-up of those employed.
11 & 12	Enter Vocational preparatory education at Vocational-Technical school or at high school. Organize study program to prepare for higher education.
9 & 10	Explore and experience within a single cluster the several occupations included Acquire "Hands-On" experiences leading to elementary entry level skills.
7 & 8	Explore intensively occupational clusters concerned with industry, construction, distribution, business, health field, etc. Obtain elementary "Hands-On" experiences in many clusters.
4 - 6	Explore Broad Clusters of Work In Factories In Agriculture In Business In Hospitals In Government
K - 3	Acquire favorable attitudes about work, and respect for the dignity of work. Develop respect for the ethic of work and its relationship to society. <u>Note</u>: Opportunities are provided here at an elementary level to develop self-concepts, attitudes and appreciations, but provisions are made throughout the public school program for further developing these facets of career education.